



United Nations  
Educational, Scientific and  
Cultural Organization

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des Nations Unies  
pour l'éducation,  
la science et la culture



## **GUIDING LEARNERS IN NEW HIGHER EDUCATION SPACES: WHAT ROLE FOR UNESCO?**

Stamenka Uvalić-Trumbić  
UNESCO Division of Higher Education

# 3 QUESTIONS

- Who will be the learners?
- Who will be the providers?
- **How will learners choose providers?**

# Student Mobility

- 2.4 million students went abroad in 2004:  
African students most mobile (1 out of 16)
- Three-fold increase since 1980
- Global Student Mobility 2025 Report:  
demand for international education will  
increase to 7.2 million students in 2025

# Mobility of Programmes/Institutions

- 33% of all international students enrolled in Australian institutions studied from their country in 2004 (up from 24% in 1996)
- China: 9-fold increase in foreign programmes between 1995-2003
- Singapore: more undergraduate students accessed a foreign programme from Singapore than studied abroad in 2000
- Diversification of learners: life-long, adults, learners at a distance etc.
- Growth in cross-border higher education: ICT enhanced CBHE likely to become most significant development

# New profiles of learners

- Traditional Learners with new needs for flexibility and diversification
- Life-long learners: adults, professional, degree holders with obsolete diplomas
- Learners at a distance



# The Little Emperor

# Global Trends

## Massification

- 132 million tertiary students in 2004 (UIS); China and India doubled enrolments in past 10 yrs
- APRs 40-50% needed with a view to development, some developing countries below 5%
- Growing demand for post-secondary education demand
- Declining state budgets; inability to meet demand

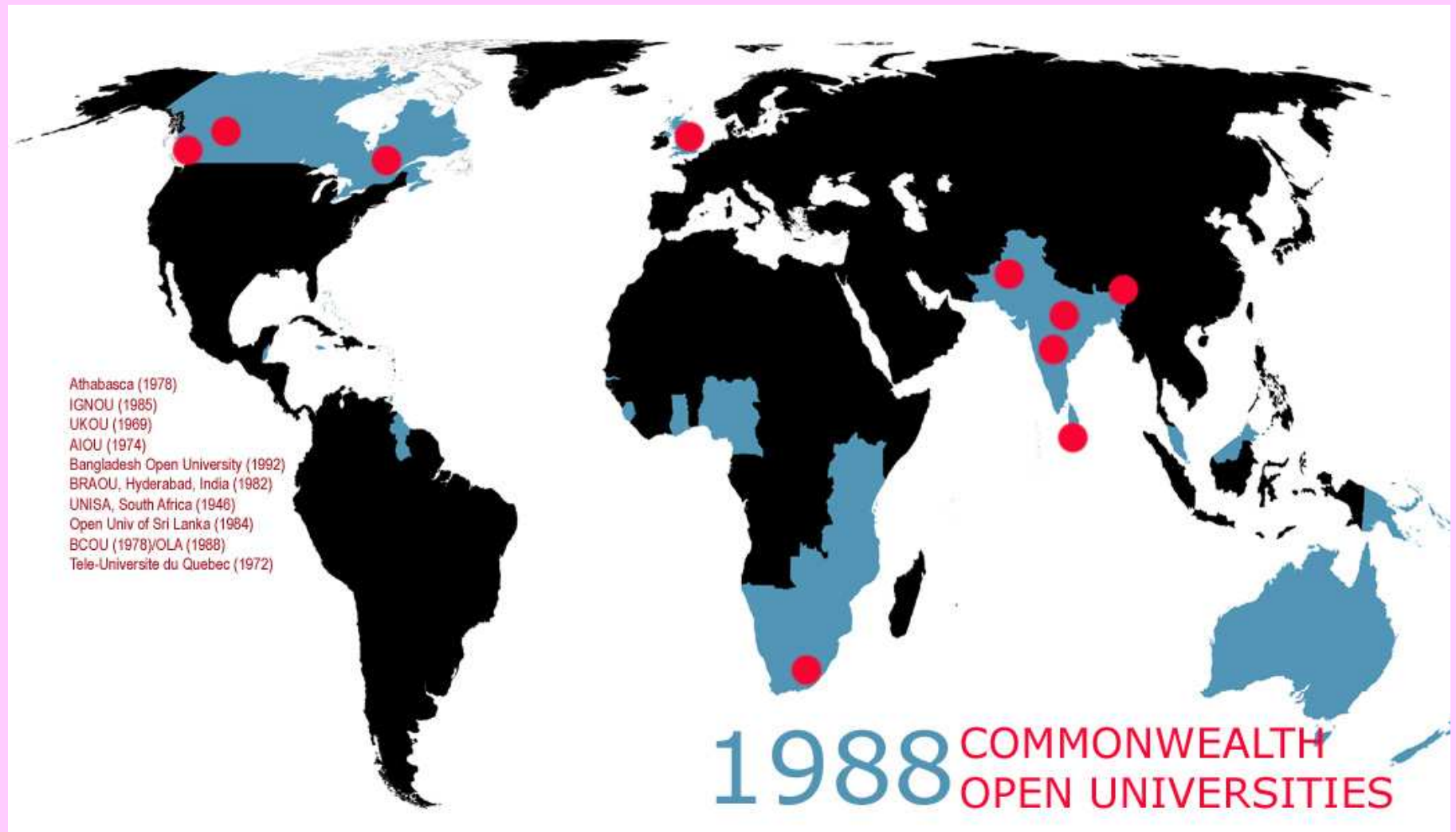
# Private Higher Education: a Global Revolution

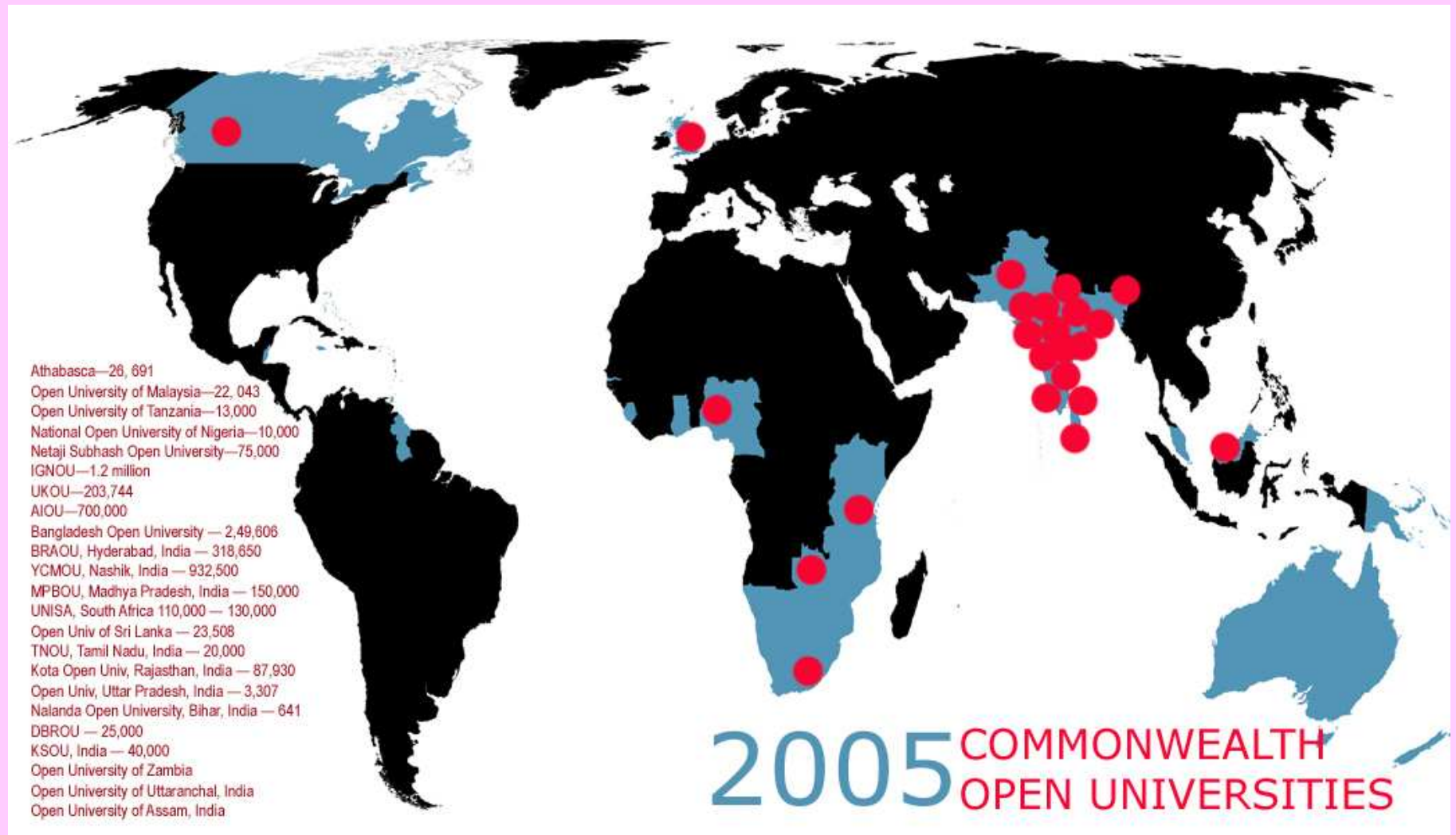
- Is Private Higher Education (including CBHE) an answer to expanding access in the developing world and countries in transition?
- East Asia growing phenomenon: Japan, South Korea, Philippines – 80% enrolments; strong government regulation
- Western Europe only 10% enrolments BUT 25% in Central and Eastern Europe (Estonia, Poland, Romania)
- QA and regulation central issue for Private HE



# Distance Education, E-Learning, Open Educational Resources

- Open and Distance Learning and E-learning growing to respond to demand;
- Whereas in 1988 there were only ten Open Universities in the Commonwealth, which led this new development, by 2005 there were more than ten in India alone.
- The phenomenon of Open Education Resources: reduce further the costs of distance and eLearning wherever it is possible to operate at scale.





**BEWARE**



**DEGREE MILLS & BOGUS COLLEGES**

# Bogus Institutions misusing UNESCO's name

- All levels of abuse and use. The claims may range from 100% false to not quite untrue
- A multitude of modes:
  - all modes are about establishing a false connection or emphasizing a real link with UNESCO to give the impression of being an internationally recognized provider of higher education
  - One institution may use 1-3 different modes
  - Institutions change rapidly

ACADEMIC FRAUD





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## Accreditation

St. Regis is Nationally Chartered (1984) and FULLY ACCREDITED by the Higher Education Commission of the Education Ministry of Liberia, which grants recognition to post-secondary education institutions in Liberia including University of Liberia and Cuttington University College.

The Republic of Liberia is one of the earliest United Nations Educational Organization UNESCO Higher Education Partners, and a historical American colony. St. Regis University is accredited as a degree-awarding post-secondary institution of higher education in the form of a university by the National Commission on Higher Education, the only Higher Education accrediting authority of the Ministry of Education in the Government of Liberia.



Federal accreditation by a National Government represents recognition of a college or university, and the validity of awarded academic degrees.

'Degree evaluators in the United States and abroad accredited by a nation's Ministry of Education, it is viewed as a nationally recognized degree in other countries.'

St. Regis University is dedicated to meet and often exceed the standards of education credentialing in the Distance Education area.

From 'The Perspective' (Atlanta, Georgia): "Liberian Government, 2003".

For telephone or postal verification accreditation, you may contact:

The Embassy of Liberia  
5201 16th Street, N.W.  
Washington, DC 20011  
(202) 723-0437

[www.liberianembassy.com](http://www.liberianembassy.com)

**For telephone or postal verification  
accreditation, you may contact:**

**UNESCO Division of Higher Education  
- Tel: (+33.1) 45681106**

➤ Support for UNESCO's framework

➤ Links to UNESCO

## Educational Accreditation Association

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EAA and its accredited institutions accept and adopt "The Recommendations of the World Conference on Higher Education, sponsored by UNESCO", and the applicable sections of the "UNESCO Guidelines for Quality Provision in Cross-Border Higher Education"

Require without preference or favoritism, all accredited institutions to abide by the Ethics Code, Accreditation Requirements and

se of; Gender, Race, knowledge, and abide by institutions.

# Policy Issues

- Are private higher education and cross-border higher education good ways to expand access to HE in the developing world?
- What policies can governments and institutions adopt to ensure that new providers make a positive contribution?
- What regulatory frameworks to assure equity of access and quality of provision?



## *Quality at the Heart! Which Way to Go?*



Giacometti sculpture – UNESCO Paris

# Some responses (UNESCO)

## **Standard-Setting :**

- UNESCO Conventions for the Recognition of Degrees in Higher Education;
- 2005 Guidelines for Quality Provision in CBHE

## **Capacity-Building:**

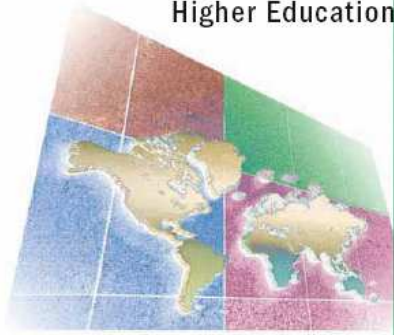
- UNESCO Global Forum on QA, Accreditation and the Recognition of Qualification (2002; 2004; 2007)
- UNESCO-World Bank Global Initiative GIQAC

## **Clearinghouse**

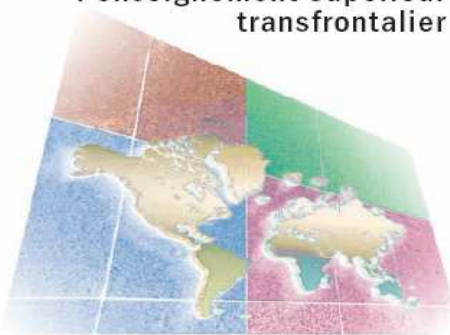
- Study Abroad
- Portal on HEIs
- International Community of Interest on OERs



# Guidelines for Quality Provision in Cross-border Higher Education



# Lignes directrices pour des prestations de qualité dans l'enseignement supérieur transfrontalier



# Directrices en materia de calidad de la educación superior a través de las fronteras



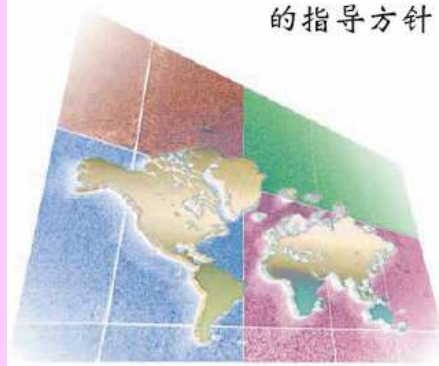
# Руководящие принципы для обеспечения качества в трансграничном высшем образовании



# مبادئ توجيهية بشأن جودة التعليم العالي الموفر عبر الحدود



# 保障跨国界 高等教育办学质量 的指导方针



# **A new capacity-building initiative: GIQAC**

- A UNESCO-WB partnership to support capacity-building in developing and transition countries
- Launched in January 2008 for a 3-year period
- Participants 2008: regional QA networks from Africa, Arab States, Asia and the Pacific, Latin America/Caribbean and the international QA network INQAAHE

# A constant challenge: Quality of ODL and E-learning

New initiatives:

- E-xcellence (EADTU):
- QA in E-learning a leading theme for ENQA (Madrid, June 2008)
- Address quality and OERS: develop guidelines or adapt existing ones (e.g. CBHE Guidelines)?
- International criteria of best practice for cross-border higher education distance learning programmes (UNESCO, COL, OBHE)
- What about degree mills?

**BEWARE**



**DEGREE MILLS & BOGUS COLLEGES**



# UNESCO Portal on Higher Education Institutions

<http://www.unesco.org/education/portal/hed-institutions>



## Participating Countries

*[Pilot Phase]*

- Argentina
- Australia,
- Canada,
- China,
- Egypt,
- Jamaica,
- Japan,
- Kenya,
- Malaysia,
- Nigeria,
- Norway,
- Switzerland,
- United Kingdom,
- United States

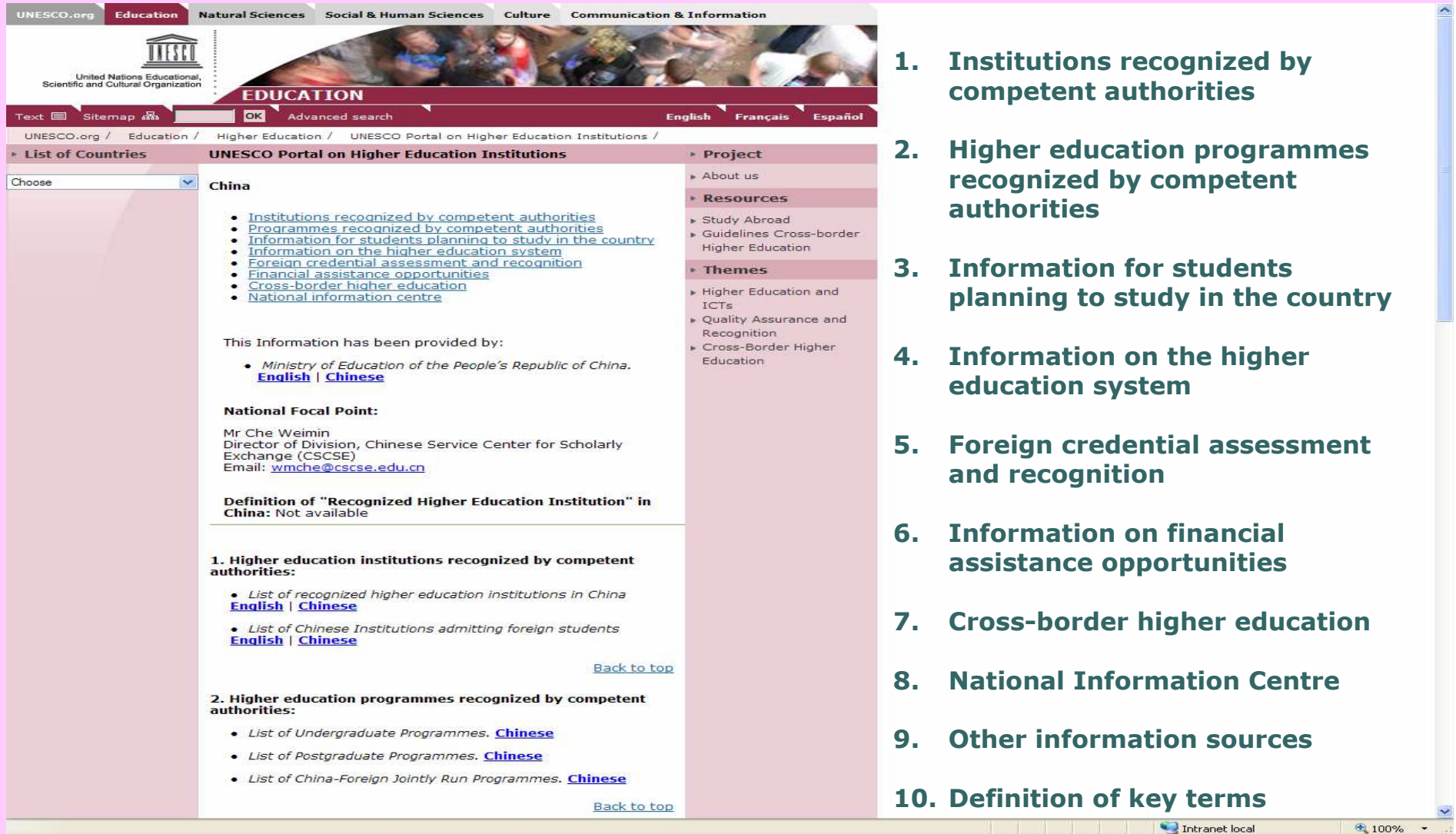
- Launched 30 April 2008 -

## What is the Portal on Higher Education Institutions?

- This Portal is a follow up to the UNESCO/OECD Guidelines for Quality Provision in Cross-border Higher Education.
- It targets students, employers, and other interested parties (e.g. credential evaluators).
- It aims to provide students, employers and other interested parties with access to authoritative and up-to-date information on the status of HEIs and QA in participating countries.



# Country Information on the Portal



The screenshot displays the UNESCO Portal on Higher Education Institutions for China. The page features a navigation bar with tabs for Education, Natural Sciences, Social & Human Sciences, Culture, and Communication & Information. The main content area is titled "UNESCO Portal on Higher Education Institutions" and includes a "List of Countries" dropdown menu. The selected country is China, which provides a list of links for institutions, programmes, and information for students. The page also includes a "Project" section with links for "About us", "Resources", and "Themes".

UNESCO.org / Education / Higher Education / UNESCO Portal on Higher Education Institutions /

► **List of Countries**

Choose ▼

**China**

- [Institutions recognized by competent authorities](#)
- [Programmes recognized by competent authorities](#)
- [Information for students planning to study in the country](#)
- [Information on the higher education system](#)
- [Foreign credential assessment and recognition](#)
- [Financial assistance opportunities](#)
- [Cross-border higher education](#)
- [National information centre](#)

This Information has been provided by:

- [Ministry of Education of the People's Republic of China.](#)  
[English](#) | [Chinese](#)

**National Focal Point:**

Mr Che Weimin  
Director of Division, Chinese Service Center for Scholarly Exchange (CSCSE)  
Email: [wmche@cscse.edu.cn](mailto:wmche@cscse.edu.cn)

**Definition of "Recognized Higher Education Institution" in China:** Not available

**1. Higher education institutions recognized by competent authorities:**

- [List of recognized higher education institutions in China](#)  
[English](#) | [Chinese](#)
- [List of Chinese Institutions admitting foreign students](#)  
[English](#) | [Chinese](#)

[Back to top](#)

**2. Higher education programmes recognized by competent authorities:**

- [List of Undergraduate Programmes.](#) [Chinese](#)
- [List of Postgraduate Programmes.](#) [Chinese](#)
- [List of China-Foreign Jointly Run Programmes.](#) [Chinese](#)

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**Project**

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- **Resources**
  - [Study Abroad](#)
  - [Guidelines Cross-border Higher Education](#)
- **Themes**
  - [Higher Education and ICTs](#)
  - [Quality Assurance and Recognition](#)
  - [Cross-Border Higher Education](#)

**1. Institutions recognized by competent authorities**

**2. Higher education programmes recognized by competent authorities**

**3. Information for students planning to study in the country**

**4. Information on the higher education system**

**5. Foreign credential assessment and recognition**

**6. Information on financial assistance opportunities**

**7. Cross-border higher education**

**8. National Information Centre**

**9. Other information sources**

**10. Definition of key terms**

Intranet local 100%

**COMING TOGETHER**  
**2009 World Conference (Paris, 6-8 July) :**  
**“The New Dynamics of Higher**  
**Education”**

- Is higher education today a driver for sustainable development in the national and international context?
- Does it induce change and progress in society and to act as one of the key factors for building knowledge-based societies?
- What are the most significant trends that will shape the new higher education and research spaces?
- How are learners and learning changing?
- What are the new challenges for “quality” ?

# 2009 World Conference :

## Regional Events

- Cartagena de Los Indias (Colombia) (June 2008)
- Budva, Montenegro (sub-regional): jointly with Science Sector/BRESCE (July 2008)
- London, UK: VCs event at eve of PCF5 (July 2008)
- Macao, China (September 2008)
- New Delhi, India (1<sup>st</sup> trimester 2009)
- Beirut, Lebanon (1<sup>st</sup> trimester 2009)
- Bucharest, Romania (May 2009)

# Thank you

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[www.unesco.org/education/higher\\_education/quality](http://www.unesco.org/education/higher_education/quality)